

National Park Service
U.S. Department of the Interior

Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102



Old Courthouse Tour

Teacher Activity Guide

Grades 7-12





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OLD COURTHOUSE TOUR

PROGRAM DESCRIPTION

During the 1800s, the Old Courthouse was the civic hub of St. Louis. Citizens visited the building to conduct a variety of business in its many offices and courtrooms. Participation in these routine activities is the hallmark of American citizenship.

Like many public buildings of the early 1800s, the Old Courthouse was designed to resemble the temples of ancient Greece. But Greek Revival architecture was not on the minds of most courthouse visitors. They came to pay taxes, apply for licenses, serve jury duty, vote for elected officials, and settle lawsuits.

Students participating in the “Old Courthouse Tour” program at the Old Courthouse will learn how people used the building during the 1800s. They will discuss the types of business conducted in public buildings and the significance of public work in a democracy. Students will also participate in several activities demonstrating the type of public business carried out in the Old Courthouse during the 1800s.

CURRICULUM OBJECTIVES

The “Old Courthouse Tour” program and Teacher Activity Guide addresses the following curriculum standards for the states of Missouri and Illinois, as well as the National Standards for History and Social Studies:

- Analyze the rights and responsibilities of individuals in the United States. (ILS 14; MAP 4.2; NCSS Xb)
- Communicate effectively and work with others. (ILS 4, 21; MAP 2.3, 4.6; NCSS IVh)
- Compare common features of everyday life today with those of the past. (ILS 16.A, 16.D; MAP 1.9; NCSS IIb; NSH 1A)
- Describe and identify causes and consequences of historic events in American history. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3, 5)
- Examine a conflict and propose a resolution, considering multiple perspectives. (ILS 18; MAP 2.3, 3; NCSS VI; NSH 3G, 5)
- Explore career opportunities in National Park Service parks and historic sites. (ILS 18.B; MAP 4.8; NCSS Vg)
- Understand and analyze events shaping the history of the United States. (ILS 16.A; MAP 1.6; NCSS IIb; NSH 3H)

ILS: Illinois Learning Standards

MAP: Missouri Assessment Program

NCSS: National Council for the Social Studies

NSH: National Standards for History



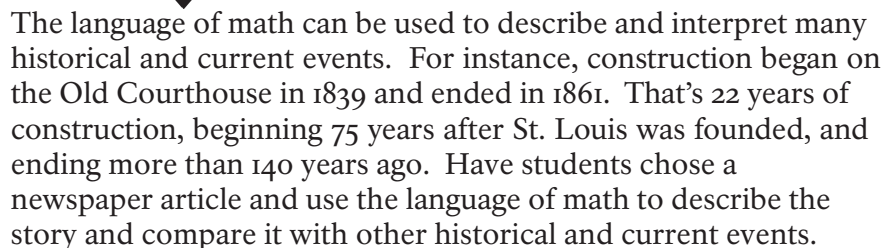
FREEDOM AND CITIZENSHIP

In the Declaration of Independence, the American colonists made their case for freedom from Great Britain. The Declaration explores at length the differences between freedom and tyranny.

INFORMATION GATHERING ACTIVITY

The object of this activity is for students to use a T-Chart to explore the concepts of freedom and tyranny as presented in the Declaration of Independence. Have students find and read the section about the “History of repeated Injuries and Usurpations.” Have each student list at least ten of the acts described and list it under “Tyranny.” Next, have each student write the opposite act under “Freedom.”

FREEDOM	TYRANNY



DIAMANTE

The object of this activity is for students to use a Diamante to creatively express concepts or ideas expressed in the Declaration of Independence.

A diamante is a seven-line poem that is shaped like a diamond. Both the first and last lines contain one word representing opposite concepts. The second line contains two adjectives describing the word in line one. Line three contains three action verbs relating to the word in line one. Line four contains four nouns; the first two relating to line one, the second two should relate to line seven. Line five contains three action verbs related to line seven. Line six contains two adjectives describing the word in line seven. See the example below:

Freedom
safe, happy
liberating, pursuing, establishing
right, choice, abuse, usurpation
crushing, chilling, suffering
oppressive, evil
Tyranny

EXPLORATION AND ENRICHMENT

For more than two hundred years, the U. S. Capitol Building has housed meetings of the U. S. Senate, as well as the House of Representatives. Modeled after the temples of ancient Greece, the capitol symbolizes the classical ideals of America's founders. Many buildings in the Capitol Complex are on the National Park Service's National Register of Historic Places. See Appendix page 26 for contact information.



SCIENCE



During the 1800s, scientists sought to describe the world using the tools and processes of scientific inquiry. Inquiry often begins with a series of questions seeking to explore an event or relationship. Have students observe an event, such as the bouncing of two balls of different size. Have them develop at least three questions that might lead to why the balls bounce at different heights.



PRE-VISIT ACTIVITY #2 (suggested)



Did you know...

President Theodore Roosevelt believed that physical activity and “outdoor life” helped people to be good citizens.



NPS Photo

PARTICIPATING IN GOVERNMENT

American citizens have greater opportunities to participate in government functions than almost any other country in the world. Some of these duties were outlined in the *U. S. Constitution* and its *Bill of Rights* more than two hundred years ago.

DECISION-MAKING

The object of this activity is for students to explore the responsibilities of a citizen using a decision-making process and chart. Begin by giving each student a copy of the DECISION-MAKING PROCESS AND CHART on page 9. Next, read the instructions below to your students.

You are part of a research group asked to conduct a poll on what people think is the most important way an American citizen can participate in the function of the U. S. government. Before beginning, take a moment to organize your thoughts about what a citizen’s responsibilities include. Begin by completing part one of the DECISION-MAKING PROCESS AND CHART. Next, you will use the list generated in “Part one” to poll ten of your classmates. Finally, you will use the results of your poll to write a brief report titled *The Most Important Way an American Citizen Can Participate in Government*.

LANGUAGE ARTS



Theodore Roosevelt delivered two speeches about American citizenship--Man In The Arena and The Duties of American Citizenship. Find copies of these speeches on the Internet for students to examine and use to answer the following questions:

What are the common points between the speeches? What events influenced the content of each speech? Do you agree with the message? Why or why not? How might the main points apply to citizenship and events of today?

DECISION-MAKING PROCESS AND CHART

Part one

Answer the following question: What are the functions of the U. S. government?

List three functions of the U. S. government you believe are most important.

- 1.
- 2.
- 3.

In your own words, write about ways a citizen can participate in the functions listed above (use a separate piece of paper). Choose two ways of participating that you consider to be the most important. Use these two ways as the criteria for your poll.

Part two

Creating a decision-making chart

1. Across the top row, list your chosen three functions of the U.S. government.
2. Along the left side of the chart, write the two ways a citizen can participate in the three functions.
3. Ask each person you poll to use a scale of 0-3 to rate the importance of each way of participating in each function. (Example: 0 - not important at all; 1 - important, but not very; 2 - very important; 3 - the most important).

Example, "Which do you believe is the best way a citizen can contribute to the protection of the U.S.; Serving in the military or voting for laws that make the country safer?"

EXPLORATION AND ENRICHMENT

A vibrant, active public servant, Theodore Roosevelt championed the preservation of public lands for future generations. His efforts helped to create the National Park Service. His North Dakota ranch is preserved today as Theodore Roosevelt National Park. See Appendix page 25 for contact information.



NPS Photo

ART AND MUSIC



Political cartoons use exaggerated images to express ideas about current events. The effect is often comic, though it can be solemn or serious. Using the Internet, have students examine political cartoons about Theodore Roosevelt. Have them write a description of how he was

portrayed in political cartoons. Have each student create a cartoon depicting a current event about citizenship or equality.



PRE-VISIT ACTIVITY #3 (suggested)



Did you know...

Supreme Court Justice John Marshall mingled public and private life by working from his home in Richmond, Virginia for more than half of his time as chief justice?

HOUSE OF GOVERNMENT

The Old Courthouse symbolizes the judicial branch of government. During the 1800s, however, it also served as a public meeting place and offices for government functions, such as collecting taxes and processing licenses.

COOPERATIVE LEARNING ACTIVITY

The object of this activity is for students to use historic documents to interpret how the Old Courthouse was used during the 1800s. Divide your class into four groups. Give each group a copy of one of the documents on Appendix pages 28. Have them use the Questions for Discussion from below to guide their discussion.

QUESTIONS FOR DISCUSSION

- What event is reported in the article?
- Who is involved in the event?
- Where does the event take place?
- When did the event take place?
- What is significant or important about the event?



MATH



Using the language of mathematics, have students describe a space, such as a classroom or bedroom, and the relationship of objects within the space. Using simple measuring tools, such as tape measures or rulers, students may measure objects such as desks, chairs, and bookshelves. Have them develop a scale and write descriptions of the objects using whole numbers and simple fractions.

DOCUMENT

Another reason citizens visited the Old Courthouse was to listen to speeches from fellow citizens or elected officials. In 1849, Missouri Senator Thomas Hart Benton delivered a speech from the floor of the rotunda. The entire speech filled one full page of the next day's newspaper. Here is the closing paragraph.

"Let us rise to the grandeur of the occasion. Let us complete the grand design of Columbus by putting Europe and Asia into communication, and that to our advantage, through the heart of our country. Let us give to his ships, converted into cars, a continued course unknown to all former times, Let us make the iron road, and make it from sea to sea- States and individuals making it east of the Mississippi, the nation making it west. Let us now in this convention rise above everything sectional, personal, local. Let us beseech the National Legislature to build the great road upon the great national line which unites Europe and Asia- San Francisco at one end, St. Louis in the middle, the national metropolis and great commercial emporium at the other; and which shall be adorned with its crowning honor- the colossal statue of the great Columbus- whose design it accomplishes, hewn from a granite mass of a peak of the Rocky Mountains, overlooking the road- the mountain itself a pedestal and the statue a part of the mountain- pointing with out-stretched arm to the western horizon, and saying to the flying passengers 'There is the East, there is India.'"

EXPLORATION AND ENRICHMENT

Supreme Court Justice John Marshall developed and wrote public statements and greeted important guests while carrying out his duties as husband and father. Learn more about the man who led the Supreme Court to prominence during the early 1800s by visiting the John Marshall House, listed on the National Register of Historic Places. See Appendix page 26 for contact information.

SCIENCE



During the 1800s, scientists used data sets to form theories about events. Have students work in small groups to create and write a "mini-mystery" for another group to solve. Each group should use at least three sets of data from the Math Activity on page 10. The data should describe the beginning and end of an event, while giving clues about what happened in between.



THE MUSEUM EXPERIENCE



Did you know...

Appomattox Court House was a village, not a building?



OLD COURTHOUSE TOUR

Upon arriving at the Old Courthouse, review the Museum Manners with your group. Register at the Information Desk. The National Park Service Ranger assigned to your program will meet you in the rotunda.

IN BRIEF

Your class should be organized into four groups. Having completed the require Pre-Visit Activity on pages 10 and 11, your students should arrive for their tour with an understanding of the various types of business conducted within a courthouse building.

COOPERATIVE GROUP ACTIVITY

In their small groups, students will reenact several public activities that took place inside the Old Courthouse building during the 1800s, including tax assessment and public speaking.

INTERPRETIVE PROGRAM

Your National Park Service (NPS) Ranger will lead students on a tour of the Old Courthouse building, including one of the courtrooms and the rotunda. Using living history items, historic documents, and cooperative activities, he or she will interpret how the courthouse was used during the 1800s.

LIVING HISTORY ITEMS AND EXHIBITS

Your NPS Ranger will use living history items and museum exhibits to create context for your “Old Courthouse Tour” program. Some of the items may include tax documents and naturalization papers.

LANGUAGE ARTS



Allegories use symbolism to illustrate ideas like freedom, cowardice, education, or ignorance. Some examples include the stories of *Everyman* and *Pilgrim's Progress*. Have students write a short story using allegory to tell the story of a young man or woman's journey practicing citizenship. What are some of the obstacles? Who helps along the way?

VOCABULARY WORDS

architecture - a special style or way of building; the job of designing buildings

citizen - a member of a city, state, or nation; someone entitled to the rights of a city, state, or nation

citizenship - the status of being a citizen with its rights, duties, and privileges

constitution - the document which outlines the basic laws by which a state or country is governed

equality - being equal, especially in social, political, and economic ways

democracy - a form of government in which citizens participate directly or through elected officials

executive - the branch of American government concerned with putting laws into effect

license - a legal document giving permission to do something

judiciary - the branch of American government concerned with interpreting the law

justice - the quality of being fair or just; doing what is right according to the law

legislative - the branch of American government concerned with writing laws

private - removed from public view, secluded

public - of the people, or having to do with the community at large

EXPLORATION AND ENRICHMENT

The South's attempt at creating a separate nation ended in a farmhouse in the rolling hills of rural Virginia. Containing the former county seat for Appomattox County, Appomattox Court House National Historic Site preserves the site of Robert E. Lee's surrender to Ulysses Grant. See Appendix page 26 for contact information.

ART AND MUSIC



Ettore Miragoli's allegorical paintings in the Old Courthouse rotunda depict cultural ideals, such as *History*, *Knowledge*, *Law*, and *Instruction*. Discuss with students the meaning of allegory in connection with these paintings. How do the images symbolize these ideals? Have students create an allegorical figure for *Equality*, *Citizenship*, or an ideal of their choosing.



POST-VISIT ACTIVITY #1 *(suggested)*



Did you know...

Many of the pioneers traveling to Oregon Territory in the early 1800s passed through the city of St. Louis?



CIVIC LIFE

During the 1800s, the Old Courthouse was the civic hub of St. Louis. People came from all over Missouri, Illinois, and St. Louis to conduct business in its courtrooms and offices. Now that the city is grown, business is conducted in a number of buildings throughout the city and county.

MAPPING ACTIVITY

The object of this activity is to locate and map places where civic activity takes place in your town or community today. Begin by having students work in small groups to create a map that marks the places where people do the things listed below. They may work in small partner groups, or each student may work on his or her own copy of the map.

Places where people gather to listen to public speakers.

Places where people pay taxes, apply for licenses, or file legal documents.

Places where people serve jury duty.

Places where people go to vote.

Places where new citizens are naturalized.

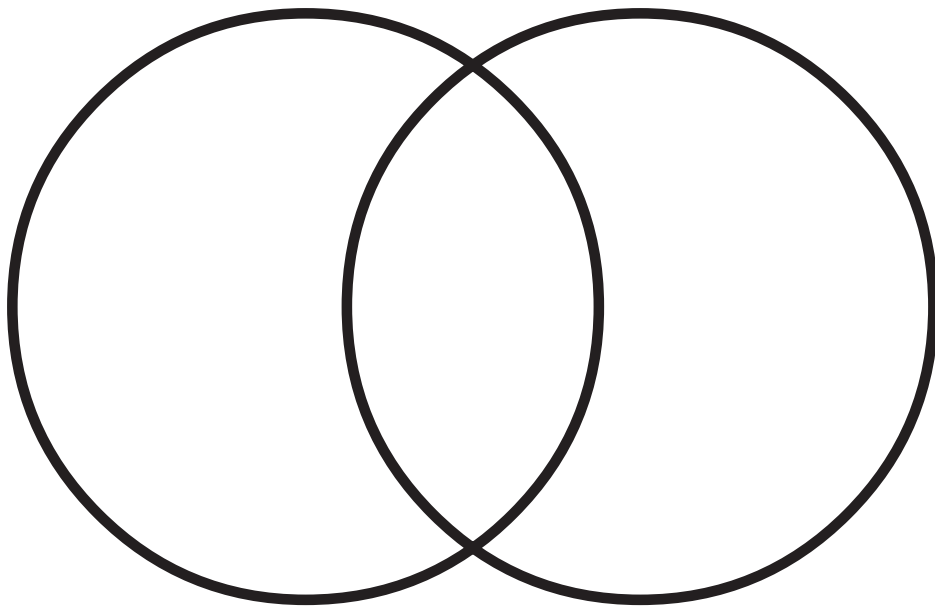
MATH



During your class' visit to the OCH, have students take measurements of the rotunda and the objects in it. Back in the classroom, have them use the measurements to create a scale drawing of the rotunda and the objects in it. Have them experiment with changing the scale to see how it affects the drawing. Have students exchange and interpret one another's scales.

VENN DIAGRAM

Some of the places students located and marked on their map may serve more than one purpose. Using the Venn Diagram below, have students illustrate their list of activities that take place in each building, organizing where they overlap and where they are unique.



EXPLORATION AND ENRICHMENT

Missionaries, gold miners, families, and fur traders traveled by wagon across the Great Plains and Rocky Mountains to settle in Oregon Territory. Today, Oregon National Historic Trail preserves their stories and parts of the landscape through which they traveled. See Appendix page 27 for contact information.

SCIENCE



Using the scale drawings from page 14 as a starting point, have students construct a model of a dome with the primary material being paper. The finished dome should be strong enough to balance a VHS video tape atop. Have them write a brief explanation of the forces at work in keeping the cassette in balance.





POST-VISIT ACTIVITY #2 (suggested)



Did you know...

American citizens have more opportunities to participate in their government than most countries in the world?

EQUALITY AND CITIZENSHIP

Amendment XIV

Section 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States...

The 14th Amendment did not exist when Dred Scott sued his owner for freedom in the St. Louis courthouse. The Supreme Court ruled Scott was not a citizen and had no right to use America's court system. Virginia Minor used the 14th Amendment to challenge restrictions against Missouri women voting in public elections. She also lost her case in the Supreme Court. Both the Scott and Minor cases demonstrate how people use the judicial branch of government. They also demonstrate how the U. S. Constitution changes and evolves to broaden and clarify the rights of American citizens.

COOPERATIVE LEARNING ACTIVITY

The object of this activity is for students to introduce the rights of U.S. citizens as outlined the Bill of Rights. Divide your class into ten working groups. Give each group a dictionary and a copy of one of the first ten amendments. As a group, students will make a list of key words and their meanings. They will also write one sentence summarizing the right guaranteed by the amendment. When finished, have each group illustrate the main idea of their amendment using images or symbols.

BILL OF RIGHTS

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

LANGUAGE ARTS



Have students read and compare Martin Luther King, Jr.'s "Letter from Birmingham Jail" with Henry David Thoreau's "Civil Disobedience." Why did each man do what he did? What were the consequences? In what ways are they similar? In what ways are they different? Do you agree with their actions? Why or why not?



Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

EXPLORATION AND ENRICHMENT

The Women's Rights Movement of the 1800s and the Civil Rights Movement of the 1960s exemplifies how an organized group of American citizens can change their government. Today, the struggles and victories of these movements, as well as the people who participated in them, are commemorated by the National Park Service. Women's Rights National Historic Park. See Appendix page 27 for contact information.

ART AND MUSIC



Have students portray either Martin Luther King, Jr. or Henry David Thoreau as he wrote his article (see page 16). Have them use symbols to represent what either man was expressing as important in his writing.

Sojourner Truth, 1864.
Gladstone Collection.





POST-VISIT ACTIVITY #3 *(suggested)*



Did you know...

There are two ways to become an American citizen--birth and naturalization?

PUBLIC BUILDINGS AND THEIR MESSAGES

Public buildings are often designed to convey a message to the people who use them. For example, the U. S. Capitol and Supreme Court buildings in Washington D. C. were designed to reflect the ideals of equality and citizenship as practiced by the ancient Greeks. Over time, building designs change to reflect what people think is important.

INFORMATION GATHERING ACTIVITY

The object of this activity is for students to compare the similarities between several public buildings in downtown St. Louis. Divide your class into four groups. Have each group visit one of the buildings, either over the Internet or while downtown visiting the Old Courthouse. Have each group use the questions on page 15 to guide their research. When students are finished with their research, have them present their findings to the rest of the class. Groups may line up in chronological order according to when their building was constructed. As an extension, students may look into events taking place in the city, state, or nation during the design and construction of their building. How did these events influence the building?

Public Buildings in downtown St. Louis
Civil Courts Building
U. S. Customs Building
Thomas F. Eagleton Courthouse
Robert A. Young Federal Building

MATH



Have students compare images of the Old Courthouse dome with images of other domes, such as Monticello, the Missouri State Capitol building, and the U. S. Capitol building. Using words and numbers, have them describe the similarities and differences between them.

QUESTIONS TO GUIDE RESEARCH

When was the building built?

For what purpose was the building originally constructed?

Is it still used today for that purpose?

How does the building serve the public?

Using your own words, how would you describe the building?

What sort of message does the building convey?

Does it have a particular architectural style? If so, what is it?

Does it incorporate features from other architectural styles?

What are they?

What are some of the similarities between the building and the Old Courthouse?

What are some of the differences between the building and the Old Courthouse?

(copy/cut)

EXPLORATION AND ENRICHMENT

More than twelve million immigrants entered the U. S. through Ellis Island during the sixty-two years was open. Today, Ellis Island National Monument in New York and New Jersey commemorates the stories of millions of people seeking a new life in America. See Appendix page 27 for contact information.

SCIENCE



Have students develop a series of observations that may explain the relationship between the Old Courthouse dome design and the design of domes on other public buildings. Have them develop a series of questions that may lead to an explanation about the affect of forces, such as weather or an earthquake, might have on the structure of a dome. Students may exchange questions with one another.



CAREERS

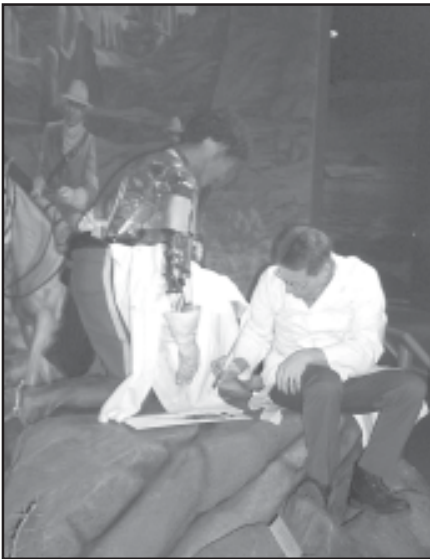
Budget analyst – a person who analyzes the park's finances and operations

IN THE WEST

Operating public services, such as courtrooms and government offices, requires money. Town and city governments often had clerks or other public servants who managed the income and output of government funding to keep things operating. These employees worked with a budget to see how much services cost and whether there was enough money to cover expenses.



NPS Photo



NPS Photo

NATIONAL PARK CAREERS

A career in the National Park Service as a budget analyst requires knowledge, experience, and skill in accounting, business management, mathematics, and computer program operation. NPS sites and offices across the country, including the national office in Washington, D. C. all require the services of a budget analyst.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

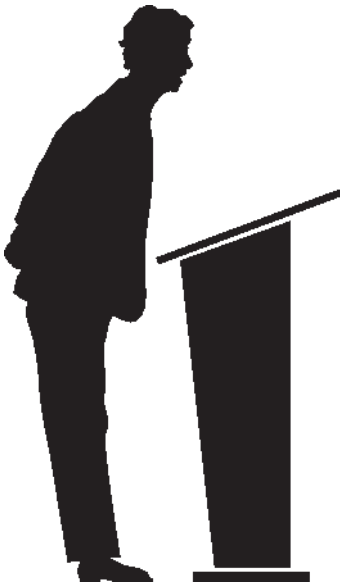
The budget analyst at JEFF is involved with keeping the park's budget in order, as well as analyzing the costs of new projects and financial data. He or she relies heavily on a comprehensive computer system, but also uses traditional bookkeeping methods, such as ledger keeping and computing. The budget analyst keeps the park financially sound, much like a comptroller does for city or county government.

CAREERS

Superintendent - the person responsible for supervising and directing a park and its employees

IN THE WEST

Most western towns had one or two public servants to oversee the necessities of government. In some small towns, the official might wear more than one hat. Larger towns with larger budgets could afford more public services, requiring a hierarchy of public servants.



NATIONAL PARK CAREERS

A National Park Service (NPS) superintendent is responsible for every aspect of operating a national park or historic site. He or she makes decisions about protecting park resources and managing how the public and business community uses a site. Superintendents have years of experience and training in managing people, resources, and events associated with NPS sites.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The superintendent at JEFF manages park resources, such as the Gateway Arch and Old Courthouse. He or she also supervises a large staff that helps to maintain the park grounds and buildings, as well as protect park visitors. The JEFF superintendent meets with the press about newsworthy incidents at the park and works with city officials to coordinate special events, such as “Fair St. Louis.”

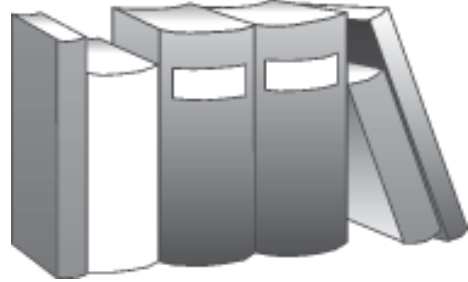


CAREERS

Information Technology Specialist— a person responsible for implementing and maintaining a park's information technology system, including computer systems

IN THE WEST

When telegraph wires joined the west coast with the east, it became the most effective form of communication, replacing the Pony Express. Soon after, the railroads brought mail and other means of communication to the west. All of these systems required the expertise of specialists to plan, build, and maintain.



NATIONAL PARK CAREERS

Most National Park Service (NPS) employees, regardless of the kind of position they hold, find themselves using computers. Many rely on computers to complete day-to-day tasks, while others use them daily. The information technology specialist ensures the systems are networked and running smoothly.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

The Information Technology Specialist at JEFF is responsible for installing and updating software systems to keep communication and other functions current. He or she also makes sure the park's computer network functions so that employees can communicate and exchange information effectively. The Information Technology Specialist is consulted on projects requiring computer technology, such as the JEFF website and email system.

CAREERS

Law Enforcement Officer - a park ranger who is responsible for the safety and protection of park visitors, staff, and natural and historic resources

IN THE WEST

When pioneers gathered their wagons together, they elected a captain of the watch. The captain, along with a few others, would ride up and down the line to make sure everything was in order. The captain was also responsible for the evening watch to protect livestock and property and to warn people if anything was wrong.



NPS Photo

NATIONAL PARK CAREERS

A career as a National Park Service law enforcement ranger is challenging and rewarding. They are the park's police officers. They are responsible for enforcing the park's rules and laws communicating with the visitors.

AT JEFFERSON NATIONAL EXPANSION MEMORIAL (JEFF)

National Park Service law enforcement rangers perform important functions at this urban site. Our law enforcement rangers protect park visitors and answer their questions concerning the Gateway Arch, Old Courthouse, and the National Park Service. They perform their duties on foot, on bicycle, and on horseback. Because JEFF is in the heart of the city, our law enforcement rangers must also work with the St. Louis Police Department to enforce the laws.





CHARACTER EDUCATION

MAKING ETHICAL DECISIONS

According to the Josephson Institute of Ethics, “Ethics refers to principles that define behavior as right, good, and proper.” Making ethical decisions requires both an understanding of ethical principles and a framework for applying these principles to choices. One framework often used in schools is the Six Pillars of Character--trustworthiness, respect, responsibility, fairness, caring, and citizenship.

The object of this activity is to present students with several scenarios that would allow them to apply the Six Pillars of Character to the decision-making process. Begin by reviewing with students the Six Pillars. Next, divide your class into three groups and give each group a copy of the scenarios below. Have them use a decision-making grid to apply the Six Pillars to making their decision.

Scenario #1

You and a friend are babysitting for some friends of your parents. After the couple leaves, and you put the baby to bed, your friend wants to look through the couple’s dresser drawers. “You can find out some really interesting things about people by looking through their sock drawer,” she said. Your curiosity is piqued. It is unlikely the couple will ever know you pried into their personal lives, especially if you put everything back the way you find it.

Scenario #2

Friday afternoon in the lunchroom, a popular student named Denise asks if you want to come to a party at her house that night. “All my friends will be there,” she says. “We’d like you to come.” That night at Denise’s house, you are standing in the back yard with four of her best friends. They begin describing to you the details of the house next door. “The husband keeps a roll of money in a shoe box in his closet,” one of them says. “How do you know this?” you ask. “We’ve been in there while they were away,” says another. “Crawled in the bathroom window. That’s what you’re going to do tonight if you want to hang with us.” The group tells you exactly how to get to the closet where you will peel a \$10 bill from the roll in the shoebox. Since the neighbors are out of town, it is unlikely you will get caught. You suddenly understand there is a price to pay for joining the popular group.

Scenario #3

During the summer, you work for a lawn-care business. One morning, you are able to work with one of the crews known for doing more jobs than the others. A fun-loving bunch, they joke around and make you feel like part of the group as you drive to your first job of the day. The truck stops at a house, and you open the door to get out and begin work. “Slow down there, buddy,” says the crew foreman. Another crew member walks to the door, hangs an invoice on the doorknob, and returns to the truck. “Okay, let’s go,” he says, and the driver pulls away. Dumbfounded, you remain quiet as the driver pulls into a gas station where crew members buy sodas, horse around in the parking lot, and talk on their cell phones before going to the next job and doing the same thing. You wonder if you should tell the foreman you are uncomfortable with what he is doing or wait until you get back to the garage, where you will tell the supervisor in private what happened.

(copy/cut)

MULTIPLE INTELLIGENCES

$$E=MC^2$$

Logical/Mathematical Intelligence

Often called “scientific thinking” this intelligence deals with deductive thinking/reasoning, numbers and the recognition of abstract patterns.



Verbal/Linguistic Intelligence

Related to words and language, both written and spoken. This form of intelligence dominates most Western educational systems.

Intrapersonal Intelligence

This intelligence relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking) and awareness of spiritual realities.



Interpersonal Intelligence

This intelligence operates primarily through person-to-person relationships and communication. It relies on all the other intelligences.

Visual/Spatial Intelligence

This intelligence relies on the sense of sight and being able to visualize an object and the ability to create internal mental images/pictures.



Body/Kinesthetic Intelligence

Related to physical movement and the knowings/wisdom of the body, including the brain's motor cortex which controls bodily motion.



Musical/Rhythmic Intelligence

This intelligence is based on the recognition of tonal patterns, including various environmental sounds and on a sensitivity to rhythm and beats.



Naturalist Intelligence

The ability to identify and classify configurations in nature, discriminate among living things, and show sensitivity to features in the natural world.

8

WAYS OF KNOWING

MULTIPLE INTELLIGENCES



APPENDIX

PRE-VISIT ACTIVITY #1

Exploration and Enrichment

For more information about this site, visit:

National Register of Historic Places
1201 Eye St., NW, 8th Floor
Washington, DC 20005
(202) 354-2213
Fax (202) 371-2229

Capital Hill Historic District
www.cr.nps.gov/nr/travel/wash

PRE-VISIT ACTIVITY #2

Exploration and Enrichment

For more information about this park, call or write:

Theodore Roosevelt National Park
Box 7
Medora, ND 58645-0007
(701) 623-4466
Fax (701) 623-4840
www.nps.gov/thro

PRE-VISIT ACTIVITY #3

Exploration and Enrichment

For more information about this park, call or write:

Teaching with Historic Places
<http://www.cr.nps.gov/nr/twhp/>

John Marshall House
<http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/49marshall/49marshall.htm>

MUSEUM EXPERIENCE

Exploration and Enrichment

For more information about this park, call or write:

Appomattox Court House National Historic Park
Highway 24, Post Office Box 218
Appomattox, VA 24522
(434) 352-8987, extension 26
Fax (434) 352-8330
www.nps.gov/apco

APPENDIX

POST-VISIT ACTIVITY #1

Exploration and Enrichment

For more information about this park, call or write:

Oregon National Historic Trail
Post Office Box 45155
Salt Lake City, UT 84145-0155
(801) 741-1012
Fax (801) 741-1102
www.nps.gov/oreg

POST-VISIT ACTIVITY #2

Exploration and Enrichment

For more information about this park, call or write:

National Register of Historic Places
1201 Eye St., NW
8th Floor (MS 2280)
Washington, DC 20005
(202) 354-2213
Fax (202) 371-2229

We Shall Overcome: Historic Places of the Civil Rights Movement
www.cr.nps.gov/nr/travel/civilrights

POST-VISIT ACTIVITY #3

Exploration and Enrichment

For more information about this park, call or write:

Ellis Island National Monument
Liberty Island
New York, NY 10004
(212) 363-3200
Fax (212) 363-6304
www.nps.gov/elis



APPENDIX

PRE-VISIT #3

A public meeting...was held, Sunday, August 25, to take into consideration the general condition of Kansas affairs. The call, which appeared in the morning papers, was responded to by a very large crowd in the Rotunda, at the hour appointed. It was one of the largest meetings ever held in St. Louis--so large, in fact, that it became necessary, towards the close, to adjourn to the east front of the Court House, opposite the Planters Hotel, where the following resolution were a second time read and passed.

Frank Leslie's Illustrated Newspaper, September 13, 1856

An Anti-Abolitionist meeting was held in the rotunda of the Courthouse on November 12 for the purpose of forming an association to counteract the evil influence in the midst of the abolitionists of the North. Col. John O'Fallon was appointed president of the association and vice-presidents were appointed from each ward of the city and each township...They were empowered to employ emissaries to trace out and bring to justice the abolition agents in our country, and further aid in the protection of the owners of slave property.

St. Louis Weekly Reveille, November 13, 1846

A public meeting was called in the rotunda of the Old Courthouse on June 23, 1847, to make arrangements to welcome home the returning Missouri and Illinois Volunteers, and also to pay suitable honors to the remains of Col. John Hardin and others who fell gloriously in the Mexican War...On June 28, the first contingent of the soldiers returned and were welcomed home in the rotunda of the Courthouse by a large number of citizens.

Missouri Republican, July 9, 1847

President Cleveland yesterday morning passed through the rough ordeal of shaking hands with several thousand people in the rotunda of the Courthouse...The President and committee left the Lindell Hotel at nine o'clock in carriages...to the north door of the Courthouse... "The decoration of the Courthouse rotunda had been going on for days, and it was a beautiful piece of work. From the floor to the apex of the dome were to be seen bright colors..."

Missouri Republican, October 5, 1887



READING LIST

PARK RANGERS RECOMMEND THESE BOOKS

For Students:

Marsh, Carole. *Washington, DC Bandits, Bushwhackers, Outlaws & Lawmen*. Washington, DC: Washington, DC Books, 1999.

Marsh, Carole. *Washington, DC Disasters & Catastrophes*. Washington, DC: Washington, DC Books, 1999.

Moore, Robert. *The Old Courthouse: Jefferson National Expansion Memorial*. St. Louis, MO: Jefferson National Parks Association, 2004.

For Teachers:

Lee, Antoinette J. and Pamela Scott. *Buildings of the District of Columbia*. New York, NY: Oxford University Press, 1994.

Eskew, Glenn T. *But for Birmingham: The Local and National Movements in the Civil Rights Struggle*. University of North Carolina Press, 1997.

Note: Many of these books are available through the Jefferson National Parks Association. Call (314) 231-5474 or (800) 537-7962 or visit www.historydirect.com.





ADDITIONAL RESOURCES

Traveling Trunk



African Americans of the West
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1635

Museum Gazettes



“Scandal and Dignity: The Building of the Old Courthouse Dome”
“Carl Wimar and the Old Courthouse Murals”
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1700

Internet



“Old Courthouse”
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1635

Our address on the World Wide Web is:
www.nps.gov/jeff
Jefferson National Expansion Memorial
11 North Fourth Street
St. Louis, MO 63102-1810
(314) 655-1700

For more information on the National Park Service, visit their home page at:
www.nps.gov